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BRIDGING THE GAP: PROVIDING EFFECTIVE INSTRUCTION FOR ENGLISH
LANGUAGE LEARNERS IN THE SOCIAL STUDIES CLASSROOM

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ABSTRACT

In American schools today, the combination of a rapidly growing English language learner (ELL) population and an English-reliant content area such as social studies creates an urgent need for social studies educators to learn and utilize the best practices in supporting ELLs. I have personally learned about the increasing gap between ELLs and their non-ELL counterparts in the social studies classroom through my own teaching experiences. This thesis investigates the best practices for social studies educators to use in supporting English language learners in the general education social studies classroom. This research aims to push this unique field further, consisting of an extensive literature review coupled with interview data from current educators with experience in the field of ELL education. Findings show that educators can best support ELLs by increasing the accessibility of the social studies content, placing an emphasis on culturally relevant pedagogy, and creating a classroom environment that welcomes learners of all levels and backgrounds.

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Chapter 1

Introduction

Sitting in a 9th grade English language learner (ELL) classroom as an intern at Edison High School in inner city Philadelphia, a realization smacked me in the face. Then, sitting in a 9th grade social studies classroom of the same school, it hit me again. When I moved to observe an English classroom, the same question continued to cross my mind: *how are English language learners supposed to even begin to understand social studies?* Through the Urban Seminar experience provided by Penn State, I had the opportunity to observe these diverse classrooms in Philadelphia where students were speaking in languages from all different parts of the world, ranging from Spanish to Haitian to Creole to Mandarin. The exchanges between friends were quick, exciting, and full of life! But when the teacher would ask one of these ELL students to read a passage aloud from the history textbook, the excitement and familiarity were gone. For many students these emotions were replaced with fear and apathy, and why not? In their minds, they were reading about some old white guy who fought in some war 200 years ago in a language they were simply unfamiliar with. It was not that the students were lacking intelligence; they were lacking *access*. Neither the content nor language connected with a majority of these students who were just in the process of learning English for the first time. I witnessed social studies educators grow frustrated with these students not out of prejudice or animosity, but out of confusion on how to best support their English language learners in such an English-driven content area.

My inquiry and investigation into this confusion arises largely from experiences like this that I have had as a student at Penn State University, where I am completing my Secondary Education degree with a focus in social studies. In the summer after my freshman year, I had the opportunity to participate in the Philadelphia Urban Seminar program where my eyes were opened to the challenges facing social studies teachers in diverse schools such as my placement. In a Curriculum and Instruction class in 2014, I learned and read even more about the challenges secondary-level ELLs face in understanding the English language and connecting to a WASP (White-Anglo-Saxon-Protestant) culture often much different from the one they grew up in. I began to question, *when I am a middle or high school teacher, how am I going to effectively teach the American Revolution to a student from Japan who is still on a 3rd grade English reading level?* The question remained on my mind even through the summer of 2015 when I worked for Urban Summit Adventures, a camp in Colorado for inner-city kids from Denver who were not necessarily struggling in their understanding of the English language, but connected more easily with their specific cultural backgrounds rather than the English-dominated culture of their classrooms. My passion for inner-city teaching and the learning opportunities existing in those settings have driven me to this point, this moment where I wonder how I will effectively educate ELLs.

The fact is that in all schools across America, there is a quickly growing ELL population. In the 2012-13 school year, the latest data collection done by the National Center for Education, there were approximately 4.4 million ELLs in U.S. public schools, representing close to 10 percent of public school enrollment. This number has been steadily increasing over the past decade and will surely continue to rise (Kena, 2015). Secondary teachers, and especially social studies teachers, must adapt their teaching to account for these students. Not only will these

students have varying understandings of the English language, but also varying understandings of core concepts like representative government, citizenship, and unalienable rights. As I think back on my time as a middle and high school student, I am hard pressed to remember any alternative history textbooks in different languages or materials that would better serve ELLs in our classes. Very rarely were cultural connections made between the content and the cultural backgrounds of *all* my classmates. Social studies education, more so than math or science, relies heavily on an assumed student understanding of the English language. Readings, handouts, and notes are traditionally presented and expected to be understood in English. And even more than the subject of English itself, social studies relies on a student-base knowledge of Western culture, terms, and ideals.

The importance of social studies education as a whole cannot be understated. Social studies education lays the groundwork for an understanding of citizenship and the duties, privileges, and rights that come along with it. The field of history requires students to use higher-order thinking skills of taking knowledge, analyzing it, and applying it to both present-day and future scenarios. History always, without a doubt, repeats itself in cycles. It is important for the future leaders of America and the world to take note of historical moments that shape divisions and issues in the world today. A forward-moving society is one that uses the past as a springboard and basis for what can be achieved in the future. All students, including ELLs, are in need of this critical understanding of the world surrounding them.

This need is critical as schools in the U.S. are increasingly diversifying, with more English language learners entering the general education classrooms. Since United States social studies education traditionally is English language-driven and lacking in diversity, the true question is evident: how can current secondary-level social studies teachers most effectively

educate English language learners in their general education classrooms? To answer this question, more inquiry must take place through asking questions like: what teaching practices best support English language learners' understanding of social studies content? What are the best ways for me to teach students like the ones I met three years ago in Philadelphia? My thesis does not in any way aim to provide a definite answer to these questions, or a clear-cut method to magically solving all difficulties surrounding ELL education. However, by delving into the inner workings of ELL education, I hope to provide greater insight and understanding into this vital field.

Chapter 2

Literature Review

Within the field of best teaching practices and educational pedagogy, a great deal of research has been done on the separate fields of social studies education and English language learner education. There are authors who have written many books and articles about the most effective strategies to use in both fields. Very little research, however, has been dedicated to the field that combines the two into social studies education for ELLs, save for leading experts such as Barbara Cruz, Stephen Thornton, and Mary Schleppegrell. The lack of research in this field is a blatant weakness in the field of education research as a whole, as it is an ever-growing field in need of continued examination. My thesis aims to push this research further, even if just a bit, because there certainly is a need. In the United States there is a continually growing population of diverse learners whose primary language is not English, as one out of every seven students speaks a language other than English at home. This trend has been in full swing since the 1990s, a decade in which the ELL population grew approximately 105 percent nationally while general school population rose just 12 percent. In several states, such as Texas, New York, and California, the ELL population makes up anywhere between 10 and 50 percent of individual school population (Cruz, 2009, p. 7). It is clear that the makeup of today's schools is much different than the all-English-speaking classes of students that pre-service teachers are often trained to consider when creating mock lesson plans in their own university courses. A review of the literature and existing research surrounding the education of ELLs in the social studies classroom reveals three areas of particular importance: accessibility of social studies content to

ELLs, the presence of culturally relevant pedagogy, and the establishment of safe classroom environments that benefit ELLs by lowering “affective filters” (California, 1981, p. 73).

Accessibility to Content

Perhaps the greatest issue facing social studies education for ELLs is the lack of access that many ELLs have to the content. In her 2012 journal article titled “Visualizing Social Studies Literacy: Teaching Content and Skills to English Language Learners,” Barbara Cruz writes that “social studies can be an especially difficult content area” for ELLs compared to other subjects such as math and science. The reason, she states, is social studies’ “conceptually-dense content” and “high-cognitive load,” which is so dependent on students’ sufficient understanding of the English before any additional content can truly be learned (p. 99). Besides language arts or English class itself, there is truly no other secondary-level subject that relies so heavily on an understanding of English.

Cruz continues to contend that there are several components of the social studies field that make it so “conceptually dense.” Specialized, low-frequency vocabulary such as *sectionalism*, *quipus* or *renaissance* add to the high cognitive load, as well as the use of formal or ancient language that is difficult for even non-ELLs to comprehend. In her 2003 article titled “Learning Language and Learning History: A Functional Linguistics Approach” Mary Schleppegrell describes social studies textbook language as “dense and abstract,” (p. 21). The nature of this language makes it vital for teachers to utilize various strategies to make the content more accessible to ELLs.

Social Studies Literacy

The literature surrounding increasing accessibility to social studies content offers differing views on what methods are most effective for teacher use. Schleppegrell (2003) asserts that students can break down history texts specifically through “analysis of the linguistic choices that the textbook authors have made...this approach focuses directly on the linguistic patterns through which historians construct the content of their discipline in an effort to help students understand the complex meanings in the text” (p. 21, 22).

In other words, the functional linguistics approach is based on the belief that through understanding how historians construct their written work in textbooks—the verbs used, the order in which certain events are told, the points of view being used—ELLs can more effectively grasp the content. Schleppegrell illustrates this philosophy through four separate questions that students will answer as they analyze the text in front of them; “Identifying Events—What Happened? Identifying the Participants—Who Is Involved? Identifying the Points of View, Identifying the Way Information is Organized—How? and Why?” She argues that as ELLs use signal words in the text to identify the “what, who, how, and why,” they will connect the language with the content and begin to bridge the gap between the two. The process of answering each question takes place through tables that help to organize verbs and the agents and receivers of the actions. For example, take a possible text about the Missouri Compromise. Students can break down the passage by identifying the agent as “Southerners”, the verb as “opposed,” and the receiver as “antislavery efforts”. The goal in this scenario is that the English language learners will not only identify that Southerners were against antislavery movements, but also learn that verbs often point to the “what” and “who” of historical texts (p. 23-25). Below, Figure 1 (p. 24) shows Schleppegrell’s functional linguistics approach in practice:

Agent (Who is doing the acting?)	Action	Receiver of the Action
Missouri settlers	had brought	enslaved African Americans
Missouri	applied to	Congress
Its constitution	allowed	slavery
11 states in the Union	permitted	slavery
11 (states)	did not (permit)	(slavery)
The admission of a new state	would upset	that balance
The North and the South	were competing for	new lands in the western territories
Southerners, even those who disliked slavery	opposed	these antislavery efforts

Figure 1. Example of functional linguistics approach

The foundation of Schleppegrell’s approach is that “language and content are learned simultaneously, not separately” and that through its use, students “become aware of ways in which language is used in history to construct meanings about the world...and are enabled to see how these meanings are transformed into the information that is considered history” (p. 27).

A teaching approach very similar to functional linguistics is the implementation of disciplinary literacy, an approach put forth by Timothy Shanahan, as well as others. The approach suggests a similar need to link language with content and to refrain from separating the two, built on a similar premise that the language used within the discipline of social studies is unique from other disciplines like mathematics, science, or language arts. Shanahan asserts that “there are differences in how the disciplines create, disseminate, and evaluate knowledge, and these differences are instantiated in the use of their language” (Shanahan, 2008, p. 48). Educators using this disciplinary literacy model are encouraged to use strategies such as creating history events charts and answering the "who, what, where, when, why" of the events, exactly like the previously mentioned approach of Schleppegrell. However, the key difference between the functional linguistics and disciplinary literacy models is that the former places a great deal of emphasis on analysis of specific verb and preposition choices, while disciplinary literacy places

greater concern on the bigger picture and the connection of large events within the text to one another (Schleppegrell 2003, Shanahan 2008). Disciplinary literacy does not in any way discredit the more precise method of functional linguistics, but rather chooses to step back and take on the large-scale view of the text. For example, students would be pushed to “determine what the relationship is between the first and second event, the second and third event, and so on” when it comes to a vast topic such as the Civil War (Shanahan, 2008, p. 55). It should be noted that although functional linguistics and disciplinary literacy are not designed specifically for ELL education, both approaches provide tremendous benefits to this specific field by developing students’ understanding of history texts from a linguistic and structural perspective.

Visuals in the Classroom

Language analysis strategies are not the only methods hailed by researchers as ways to increase ELL accessibility to social studies. In fact, the appropriate use of visuals in the classroom is another effective strategy proven to support ELLs in positive ways. Barbara Cruz and Stephen Thornton of the University of South Florida endorse the use of visuals in social studies instruction as a way to bridge the gap between language and content. Their views are backed by additional researchers as well, such as as Bauer and Manyak, 2008 and Chamot and Robbins, 2005 (Cruz, 2012, p. 99). Cruz suggests that visuals “can offer concrete representations of abstract concepts” in memorable ways, especially in a subject area like geography (Cruz, 2012, p. 100). Visual learning also deeply connects with the prevalence of screen technology. It is no secret that this generation is “by far the most visually stimulated generation that our [educational] system has ever had to teach” (Cruz, 2012, p. 100). Today’s students, including

ELLs are excited and sparked by images and Cruz argues that it is important for teachers to capitalize on this shift in learning, especially when teachers have the Internet at their disposal.

Cruz and Thornton outline many different types of visuals that can be utilized, but a few stand out as potentially more effective than others. Historical photographs are visual tools that “provide illustrative representation of the aural content,” and can be analyzed thoroughly when paired with engaging discussion questions (Cruz, 2012, p. 101). These photographs provide ELLs with a different entry point to understanding the content that does not rely on understanding all the English explanation of the topic. According to Cruz, maps are also effective because their design can communicate geography in an extremely visual way. Maps showing routes of discovery and labels of participating nations tremendously enhance a lesson on European expeditions to the Americas. However, Cruz notes that a common pitfall of maps is that a clutter of too much information may only confuse ELLs even more. It is important to remember that maps are very effective to ELL education, but only when used correctly (Cruz, 2012, p. 104). Cruz and Thornton also highlight additional visual tools like picture lesson summaries, political cartoons, and charts or graphs. The existing literature and empirical evidence on the use of visuals in ELL social studies education is still very limited but Cruz and Thornton assert that based off of what information does exist, using visuals is effective “for teaching higher-order thinking in social studies” (Cruz, 2012, p. 100).

Drama-Based Instruction

Improving accessibility to social studies content means opening up even more creative avenues through which students can grasp new ideas. Perhaps the most creative of these methods

is the use of role-play or drama in the classroom. Role-playing activities are not necessarily designed for ELLs specifically, as they can benefit all students, but role-playing does certainly give teachers a unique way to increase accessibility to content. Defined by Cruz and Murthy in their 2006 article titled “Breathing Life into History: Using Role-Playing to Engage Students” as “a teaching strategy that often uses official accounts, personal narratives, and diaries to recreate a particular time period or event,” this approach allows students to experience historical personalities for themselves (Cruz, 2006, p. 4). Ronald Morris uses a similar definition of the use of drama in the classroom, stating that children can explore events “through their character portrayals” and take on the thoughts and feelings of real historical figures (Morris, 2001, p. 41). Cruz and Murthy highlight “A Living History Museum,” project used in a Tampa, Florida classroom as a real-life example of this theory in action. This activity is the culmination of a unit on biographies, where students choose a famous person to do additional research on, learning note-taking skills along the way. Students then write short monologues to represent the historical voice of the individual, wear costumes, display props, and finally present their representation in a “Living History Museum” assembly. This engaging activity allows students to experience the history for themselves and draw deeper connections between the history and their personal lives (Cruz, 2006, p. 6).

In his paper, Morris cites Goalen and Hendy, who claim that in their study, “through drama, more students of varying ability achieved high level conceptual understanding than did those in classes featuring a more conventional teaching strategy” (Morris, 2001, p. 41). If this is true, the use of drama can revolutionize teaching in the social studies classroom, pushing students of all levels to achieve at higher levels. Although there is little empirical evidence directly supporting a correlation between the use of drama and English language learner

achievement in the social studies classroom, it is only because not much research has been done on this overall strategy quite yet. It is only a matter of time before further studies are conducted to show this understandable link between drama and comprehension. The link is one that traces back to the ways in which children are told stories from a young age. Cruz argues that because children are enamored and pulled in by tales, it only make logical sense to use stories and characters as a tool to teach social studies content, a subject area composed entirely of true stories (Cruz, 2006, p. 4). Stories and the characters within them often transcend language, and at the very least are often easier for children to comprehend than dense textbook language. ELLs can potentially gain greater access to a lesson on ancient Maya religion through the retelling and acting out of creation stories stories than simply a textbook reading with guided questions.

The use of role-playing in the classrooms not only grants ELLs more accessibility to the content, but accessibility to a comfort level within a new culture. The possible unfamiliar culture of American social studies education is a result of education that often puts ELLs in an unfair position when lessons are based on students' pre-existing understandings of citizenship, rights, and democracy. Some history textbooks can also portray ethnic minorities and different cultures in a diminished or even negative light. In role-playing, however, the individual voices of people in history are retold, highlighting the histories of often overlooked groups (Cruz, 2006, p. 4). Students "examine such topics such as social justice, social history, the role of minorities, and the serious problems in society," and through that, ELLs' comfort levels with the social studies classroom have the potential to improve dramatically (Morris, 2001, p. 42). Drama and role-playing in the social studies classroom can provide greater accessibility to both American social studies content and culture, if utilized correctly. It is also just one of many tactics outlined by various researchers to help ELLs grasp challenging concepts in the social studies classroom.

Culturally Relevant Pedagogy

A review of literature on the field of effective English language learner education in the social studies classroom also introduces the importance and necessity for the implementation of “culturally relevant pedagogy,” a theory introduced by Gloria Ladson-Billings two decades ago. In her 1995 journal article “Toward a Theory of Culturally Relevant Pedagogy”, Ladson-Billings makes the case for a teaching style that “can better match the home and community cultures of students,” primarily those of “color,” (1995, p. 466). This theoretical model does not just address student achievement “but also helps students to accept and affirm their cultural identity while developing critical perspectives that challenge iniquities that schools perpetuate” (Ladson-Billings 469). But what does this model actually look like in practice? Cruz and Thornton describe culturally responsive pedagogy (CRP) more simply as teaching practices that push teachers outside of their own comfort circles in order to respond to the ever-increasing multicultural classroom. This pedagogy is designed to be “validating, empowering, and transformative,” for ELLs and is based on the premise that teachers must break free from instructing and framing their subject-area in ways that are familiar to them if they are to effectively educate learners of diverse backgrounds (Cruz, 2009, p. 32). Yoonjung Choi’s research adds that CRP suggests that when academic knowledge is embedded within the sociocultural experiences of students, the academic skills become much more relevant and interesting for English language learners (Choi, 2013, p. 13). The challenges many ELLs face in American schools are well documented and largely can be traced back to a disconnect existing

between these students' own personal culture and the culture of their classrooms. (Choi, 2013, p. 12). In social studies, the goal of CRP is to build a meaningful bridge between the two through three specific avenues; the teacher's manner of presenting historical content, the materials or activities the teacher selects, and the pedagogical mindset of the teacher.

Presentation of History

The fields of world and U.S. history, the two social studies focuses that nearly every U.S. secondary level student must take before graduating high school, have the potential to be taught in extremely subjective ways. True, specific dates and names of individuals are not easily manipulated, but the actual retelling of events often varies depending on which side of history is speaking. It's a common phrase for historians to note, "history is written by the victors." The question social studies educators must ask themselves though is, "Whose view of history am I retelling?" The manner in which a teacher presents history is so critical because the content a teacher focuses on in their classroom is automatically legitimized and conveyed as most important in the minds of students (Cruz, 2009, p. 31). From a students' perspective, whatever the teacher is talking about is the most important and factually accurate history that exists. Educators are faced with the responsibility of choosing between various perspectives on world and U.S. history.

The first view of history that a teacher can build their lessons upon is the more traditional or Eurocentric view. This view of history from the European perspective nearly always focuses on achievements and advances of European colonists and those of European descent. This is not to say that the Eurocentric view fails to mention diverse ethnicities, but rarely does this

Eurocentric philosophy consistently aim to bring forward the voice of multiple perspectives and minority populations. A central goal of this Eurocentric or traditional philosophy is to feed into the establishment of a national identity anchored by transmission knowledge, knowledge that needs to be passed on as intact as possible (Cruz, 2009, p. 32).

The literature shows that supporters of this traditional perspective are seemingly critical of more multicultural views of history. *Where Did Social Studies Go Wrong?* a 2003 report published by the Thomas B. Fordham Foundation, strongly contends that “by itself,” the trend of expanding schools’ “coverage of world cultures, global education, and non-Western societies” is to be welcomed (Porter-Magee, 2003, p. 41). However, the report writes on the next page that this trend of multicultural celebration is being driven by a “troubling ideological agenda,” (p. 42). The authors state that more attention to non-Western voices and stories is leading to less attention to Western political freedom, the American and French Revolutions, and important figures such as “Churchill, Napoleon, Luther, Hitler, Lenin, and Lincoln,” (p. 61). The report also goes as far as to suggest “celebratory multiculturalism...yields a bland and manipulative approach that leaves students apathetic and cynical,” (p. 66).

Arthur Schlesinger Jr. supports these sentiments in his article titled, “The Disuniting of America.” He harkens back to Europeans who first settled in America in hopes of creating a new American culture and identity (1992, p. 213). The title of the article foreshadows the argument that Schlesinger makes for this traditional education as a vehicle for holding true to an “American” identity while fighting off attacks by “militants of ethnicity,” (p. 214). Schlesinger contends that through culturally relevant curriculum, these “militants” bring forth separatism that reinforces racial differences rather than national cohesion. He continues to denounce multiculturalism by writing that the approach teaches history as a therapy to raise minority self-

esteem rather than academically benefit diverse learners (p. 214). Both the Thomas B. Fordham Foundation and Schlesinger make the case for the traditional, Eurocentric, and seemingly assimilationist view of history education as the way to protect a national American identity.

The contrasting view of history that a teacher can educate from is a multicultural perspective. Cruz and Thornton define this view as curriculum that validates a variety of ethnicities and cultures (Cruz, 2009, p. 32) and Choi writes in support of “global, multicultural citizenship” curriculum in response to current official social studies curriculum that is “definitely too Eurocentric,” (Choi, 2013, p. 14). The current Eurocentric curriculum in many schools also marginalizes Third World countries that ELLs often emigrate from. Choi continues her defense of this multicultural viewpoint by claiming that ELLs in particular may distrust and attach little significance to Eurocentric curriculum that misrepresents their culture (Choi, p.15). Molefi Asante, a professor in African American studies at Temple University, wrote a rebuttal to Schlesinger’s “Disunity of America” theory that focuses specifically on Eurocentrism’s negative effects on the education of African-American students. He writes that this view justifies the dominance of European culture in America over other cultures and oppresses other voices (Asante, 1992, p. 219-220). Afro-centrism is not a “type of multiculturalism” but rather the essence of multiculturalism itself, an ideal that needs to be upheld if other cultures are to be recognized and reinforced as well. In general, the multicultural view of history is the retelling of history from multiple perspectives rather than solely a European perspective as a way of connecting with diverse students and legitimizing their cultures. This multicultural view of history education is critical to the implementation of culturally relevant pedagogy.

Materials and Activities of CRP

The most effective way of learning how CRP can be implemented in the classroom is by looking at examples of what other teachers have done. All examples follow the multicultural education pattern of bringing out the voices of different participants in historical events, not just the “winners” of history. A common topic covered in U.S. history classes is the Alamo and in the U.S. it is traditionally taught from the American perspective as part of a “righteous war of independence” against an autocratic enemy in Mexico. But teachers need to ask themselves, “How would a Mexican ELL in my class feel if I’m portraying Mexicans as the villains in this history?” This approach has the very real potential to marginalize Mexican ELLs and “indirectly discredit his/her potential of another perspective for the class to think about. A teaching alternative would be to include readings of first-hand account from Mexican leaders and a critical eye towards actions of Americans, discussing the events from a Mexican point of view (Cruz, 2009, p. 32).

Another common subject covered in secondary-level history classes is the ancient cultures of Mesopotamia, Egypt, Greece, and Rome. Greek and Roman cultures are especially highlighted because of their contribution to European society and modern day conceptions of government and law. However, this content could be adapted slightly to connect culturally with Latino students in the classroom, for example. The same concepts of these early civilizations could be learned by studying the pre-Hispanic cultures of Mesoamerica and utilizing the legends, myths, and origins of cultural traditions that Latino students may be more familiar with. This is culturally relevant pedagogy in action, building a bridge between course content and English language learners’ own culture (Cruz, 2009, p. 49).

Cruz and Thornton also examine how CRP fits into instruction of more controversial events in U.S. history. Japanese internment during World War II is widely taught as a huge “black eye” in America’s past and often is covered in U.S. History courses. Having students role-play “relocation”, by having them discuss what belongings they would pack if they were forced to move, is an interactive method of delving deeper into Japanese internment. Reading poetry by Japanese American children also is an example of including materials outside of the textbook that provide depth and cultural relevance to the material. Activities such as these help to validate other cultures and bring their voices forward, which is extremely validating for ELLs who connect with those specific cultures (Cruz, 2009, p. 128-130)

Pedagogical Mindset

The phrase “pedagogical mindset” may sound vague in nature but the fact is that nearly all literature on successful CRP refers to the necessity of an overall teaching mindset that goes beyond tokenism; i.e. spending one day on African-American achievements because it is Black History Month or putting up posters on the wall depicting influential minorities. A culturally relevant mindset of a teacher is a pedagogical approach that is evident in all discussions, conversations, and content selections each and every day.

Geneva Gay describes one important aspect of this mindset as embracing the realities of social problems and ethnic and cultural diversity that may bring conflict to the classroom. She states that historically, social studies curriculum has avoided controversy over important cultural issues and ignored the challenges of certain ethnic groups in favor of highlighting “middle-class and suburban experiences,” (Gay, 2003, p. 33). In her 2013 journal article, Yoonjung Choi

introduces how a teacher in the Northeast United States named Mr. Moon (pseudonym) designed a World Religion curriculum “in order to help students critically understand the diverse social, cultural, political, and historical development of human beings” (p. 16). Students studied Hinduism, Buddhism, Judaism, Christianity, and Islam and compared the diverse teachings to their own personal beliefs. Mr. Moon reflected on the curriculum afterwards, noting that his students often would express their frustration, confusion, and questions about the different beliefs, even though most students had limited English-speaking proficiency. The key, however, was that Mr. Moon was able to transform these conflicts into educational moments by teaching students that the reason for this focus on different religions was not to convert them to another belief, but to highlight how the world is affected by religion (p. 16). Mr. Moon also embraced conflict as learning opportunities in his Mesoamerican civilization unit where Hispanic immigrant students voiced frustrations about European colonization. The teacher used these moments of tension to deepen his students’ critical understanding of global history, choosing to reject the easy path of avoiding the conflict (p. 15). Culturally relevant teachers have this mindset of embracing historical and cultural conflicts as learning opportunities for their ELLs.

Cruz and Thornton also describe the pedagogical mindset of a culturally relevant teacher as one that is conscious of their own ethnic biases and conscious of their choice of language. They write that “language is never neutral” and that how teachers say things affects how students perceive history. The same goes for being conscious of the images teachers are presenting students, in that a constant use of images from one race or ethnic group automatically affirms to students that the ethnicity is more valuable than others. Cruz and Thornton also describe a final key to this pedagogical mindset as the practice of teachers reflecting critically on the language, images, and content of their teaching. This critique is the only way that teachers can improve

their teaching practices, even if it requires teachers to humble themselves and truly be critical (Cruz, 2009, p. 32). In her 2010 article titled “Culturally Relevant Pedagogy,” J.J. Irvine agrees, asserting that “reflection assists teachers in confronting their misunderstandings, prejudices, and beliefs about race that impede the development of caring classroom climates, positive relationships with students and families, and ultimately their students’ academic success,” (p. 61).

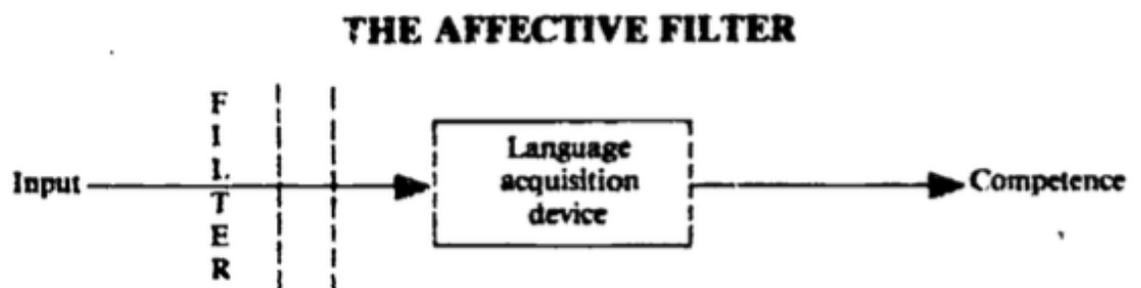
The pedagogical mindset of a culturally relevant teacher is not easily defined and may be interpreted by critics as too vague, but it makes sense that teachers would have more success teaching ELLs when they possess a continuous awareness of the language and images they present presented, embrace controversy as a means of creating learning opportunities, and critically reflect on past lessons.

Classroom Environment

Literature shows that a third area of importance surrounding effective ELL education is the establishment of a caring classroom environment for English language learners that aims to lower affective filters put up by ELLs who feel marginalized or uncomfortable in the classroom setting.

Lowering the Affective Filter

In his paper titled, “Bilingual Education and Second Language Acquisition Theory,” published in a 1981 California Office of Bilingual Bicultural Education report, Stephen Krashen introduces the hypothesis known as the “Affective Filter Hypothesis”. In general, the “affective filter” is a negative phenomenon that impedes ELL education and the lowering of it helps to increase students’ second language acquisition abilities. Krashen defines “affect” as the effect of personality, motivation, and other “affective variables” on second language acquisition (California, 1981, p. 73). More specifically, he identifies three affective variables as directly connected to the success of students’ second language acquisition: anxiety, motivation, and self-confidence. Low levels of any of these three variables negatively affect a student’s subconscious language acquisition ability. He continues to describe the hypothesis by writing that “acquirers in a less than optimal affective state will have a filter, or mental block, preventing them from utilizing input fully for further language acquisition. If they are anxious, ‘on the defensive,’ or not motivated, that may understand the input, but the input will not enter the ‘language acquisition device’” (California, 1981, p. 73). Figure 2 (California, 1981, p. 74), below, displays this theory as well:



When the filter is “up,” input may be understood but will not reach the language acquisition device; it will not strike “deeply” (Stevick, 1976).

Figure 2. Diagram of Krashen’s “affective filter” theory

Teachers must be aware of the existence of this affective filter and in response, must establish a classroom environment of “cultural caring” that helps to lower these filters and increase students’ second language acquisition (Diaz-Rico, 2013, p. 274). This strategy is not specific just to social studies education, but is transferrable to any subject-area or grade-level.

Research has not revealed a magical antidote for lowering the affective filter or creating positive classroom environments by following a simple checklist. However, the literature does reveal that teachers can take certain steps to increase the comfort level of ELLs in classrooms and promote caring communities.

Multiple experts on ELL education use the term “community” when they write about effective ELL instruction. For example, in her 2002 article titled “Preparing for Culturally Responsive Teaching,” Geneva Gay notes that many students of color, specifically, are raised in cultural environments where the good of the group takes precedence over the welfare of the individual, and individual needs are met in a group context (p. 110). Teacher awareness of this trend is critical in establishing culturally responsive communities built on mutual respect for one another. Respect and caring between students and teachers are moral responsibilities that are pedagogical musts for teachers of diverse learners (Gay, 2002, p. 109). Teachers can put this into action by getting to know students on a one-on-one basis, asking about their family backgrounds and cultural differences in simple, informal ways (Cruz, 2009, p. 48). These small conversations go a long way to promoting respect, as it displays an equal care and attention for all learners in the classroom, not just a few (Diaz-Rico, 2013, p. 274). Choi agrees, highlighting the key aspects of positive learning communities as mutual respect, collaborative group work, and continuous encouragement. If teachers set the tone and example for the rest of the class to follow, soon

enough students will be positively affirming one another with phrases like "Good job, man" or "You did so well!" (Choi, 2013, p. 15).

Holding students accountable to high standards is another key to developing "caring classrooms" that lower affective filters. Gay defends this model of high expectations for ELLs, regardless of their proficiency in English, by saying "Teachers have to care so much about ethnically diverse students and their achievement that they accept nothing less than high-level success from them and work diligently to accomplish it." Although all student instruction should be individualized to fit specific needs, high expectations across the board is an essential practice of effective ELL instruction. This is very different than the often-cited notion of "gentle nurturing and altruistic concern" that speaks more of neglect and apathy on the teacher's part than an actual concern for their learning (Gay, 2002, p. 109). It is fair to say that students desire to be respected by their teachers. Educators can capitalize on this by holding their classes accountable, getting to know them each on a one-on-one basis, and setting an example for the class in terms of respect and encouragement. Breaking down the affective filters in these ways allows for those more controversial and critical thought-provoking lessons where students feel comfortable sharing their viewpoints, leading to increased second language acquisition and higher-order thinking. It all comes back to a teacher's ability to promote diversity as a resource in the classroom rather than a drawback, seeing where diversity enhances lessons in new and exciting ways that connect with English language learners. The existing literature on ELL education paints a picture of the exciting possibilities that await classrooms where content is easily accessible for ELLs, culturally relevant pedagogy is present, and caring classroom environments are established.

Chapter 3

Interview Methodology

When it comes to researching educational practices, there is a certain point when the ceiling is only so high for how much can be learned through reviews of existing literature. I have encountered this as an education major at a major university, where only so much can be learned through class readings until I have to experience teaching in a real classroom for myself to truly know what works and what does not. For this thesis, because of time and resource limitations, I was not able to experience teaching in a diverse classroom of English language learners myself. However, I believe that the next best methodology involves interviewing social studies teachers and TESOL professionals who have worked with English language learners and have experienced the challenges and successes themselves. Thus, I conducted interviews with three individuals who have personal experiences working with ELLs and asked them about their opinions on the best teaching practices to support these learners. Each interview took place in an informal, conversational setting and was recorded via audio that I listened to afterwards and transcribed sections of. Additionally, each interview lasted between approximately 30 minutes and one hour. The interview questions used were taken from the list found in Appendix A as well as any questions that simply came up in the course of conversation.

The list of questions in Appendix A was developed based on the research gathered in the literature review with three specific goals in mind. The first goal was characterize the interviewee's personal background and experience with ELLs. These questions (1, 4, and 10)

establish the credibility of the interview participants and provide the reader with a viewpoint from which to read the interview data from. The second goal was to survey interview participants about the most effective practices they have personally used in their classrooms or research. These questions (2, 7, and 12) were designed to be open-ended in hopes of interview participants connecting their successful practices to the best practices researched and highlighted in this thesis' literature review. The third and final goal of the interview questions was to specifically ask educators about the connections between their experiences and particular phrases, strategies, and methods used by researchers and written about in the existing literature. These questions include questions 3, 5, 6, 8, 9, and 11 and invite educators to connect their experiences with specifics such as "multicultural curriculum" and the "affective filter". The difference between the second and third goals is that the latter intentionally aims for educators to explicitly discuss their views on what the "experts" of the field have already said, documented in this thesis' literature review. These three goals were the basis for the interview questions in Appendix A, which set the groundwork for these three eye-opening interviews.

Interview Participant A—Penn State University Professor

I have known Participant A since my sophomore year at Penn State when I was in the “Introduction to Teaching English Language Learners” course that he taught. I contacted him because I knew of his deep passion for educating ELLs, which was extremely evident not long after we sat down to talk. Participant A “started out in theater education, but the language component started a lot earlier” for him when he was 13 and he became close friends with the nephew of a family friend visiting the U.S. from France. After earning his degree in theater education, Participant A took a position as an “acting fellow” at the Walnut St. Theater in Philadelphia, PA where he taught weekend drama classes for school-age children and eventually became a “teaching artist.” He describes this role as one where he was contracted into city-school classrooms where he would “partner with classroom teachers to talk about how could we further their content objectives through drama based instruction methods.” He gained experience working mainly with Puerto Rican and Vietnamese students in Philadelphia and Middle Eastern and Chinese students after that in his Master’s education and now current Ph.D. program at Penn State.

I first asked Participant A to name some general teaching practices that he has used and found success with in his experiences with ELLs. He listed a variety of different strategies that all came back to three main ideas: providing visual content, using graphic organizers, and using drama-based instruction. All three of which, unsurprisingly, fall directly in line with what the literature research says.

“Always introduce new concepts with images,” Participant A said, “Contextualize what you’re talking about with visual sources.” Participant A noted that graphic organizers can take on a variety of looks, ranging from T-charts to brainstorming webs to “chaining webs” that analyze

the cause-and-effect relationship of different events. However, no matter what organizer a teacher selects, the main goal should be to simplify textbook language. “For English language learners, textbooks are so convoluted that the important information is hard to pick out.” Drama-based teaching is obviously a huge passion of Participant A’s as well and he explains why: “When a language learner learns physically, it’s that motor memory, that kinesthetic learning. They can connect new vocabulary to actual instances!” He proceeded to have me think through an example of students role-playing aspects of the Battle of Normandy in World War II, where certain students take on roles of Allied or Axis powers, individual leaders, and Americans on the home-front. In Participant A’s eyes, this learning allows students to experience the content themselves.

One of my biggest takeaways from the interview was the importance that Participant A placed on the practice of resisting generalized assumptions about English language learners. He noted that more and more ELLs are born in the U.S. and “they may have started in kindergarten with ELL services, but most have exited those services by secondary schooling.” He stressed that there is a difference between educating a student who has grown up with American schooling and a student born outside of the United States. Participant A also made sure to note that teachers should be careful to avoid stereotyping. Participant A acknowledged that while it was true that his Puerto Rican students were “much more vocal and outgoing” and that his Asian students often came from “a culture where rote memorization and learning is what’s seen as ‘good’ learning,” there was a greater variety of learning styles within these specific ethnicities. “To generalize is always to simplify. It’s good to have an overall understanding, to have cultural perspective, but recognize there’s a difference within that as well.”

When it comes to selection of curriculum for diverse social studies classrooms, Participant A firmly rejected the Eurocentric curriculum: “Traditionally this assimilationist attitude was this idea of creating a national identity, which was taken from who was the majority, which was white men of European descent.” Participant A brought attention to the need for teachers in diverse classrooms to be careful to give equal weight to different groups when talking about oppression. He admitted that this is difficult to be aware of, especially as a white man where he asks himself, “How do I provide authenticity to that different perspective?” He stresses that it is a perspective that teachers must work hard to see history though, especially when they come from a privileged background.

Participant A also brought up that in his experiences, he has seen ELLs put up affective filters to block potential learning “when they’re asked to do things that are beyond their proficiency level.” His suggested approach in lowering these filter is to first, as their teacher, find their proficiency level and adapt assessment or assignments around that level, whether it’s allowing students to answer questions in simple yes/no terms or work on projects in pairs with English-speaking students. He describes this approach as “holding them to the same standards but just adjusting the linguistic requirement.” Lowering affective filters can take the form of smaller, more personal actions though too, says Participant A. He emphasized that if students can see you as the teacher in multiple contexts (coaching, running a club, being involved in the community) then students begin to see you as more approachable. Taking time to connect with ELLs in one-on-one conversations is critical as well because it shows to the student that their teacher is truly invested in them! “Teachers need to take initiative with students and have honest conversations with them,” Participant A said.

At the end of our hour-long interview I asked Participant A if he had one lasting piece of advice for teachers with English language learners in their classrooms who may feel overwhelmed with the task of so many adaptations and extra work. “Instead of reinventing the wheel, start with your lessons plans and add extra linguistic supports,” Participant A calmly stated. “You can’t go out and save the whole world. But you can only do your part and at least you’re doing that.” Not only did I walk away from this interview feeling equipped with an understanding of various strategies to effectively use in ELL education, but I was empowered to be the change in the classroom that Participant A is striving to achieve.

Interview Participant B—ESL Educator

Participant B was the second interviewee of my research and in my interview with her, I truly gained a deeper sense of what social studies education should look like from the perspective of a current English as a Second Language (ESL) educator. Participant B has taught ESL for more than 13 years and typically teaches students of all ages in the West Jefferson Hills School District on a daily basis. She has extensive experience teaching English language learners and in our interview, was willing to articulate how many of the “best practices” from literature can actually take shape in the classroom.

One of my first questions for Participant B was, “What are a few general practices you’ve personally had success with in ELL education?” Her answer follows right along the lines of practices that researchers such as Cruz and Schleppegrell are championing. Participant B says that she makes “every possible attempt to present concepts visually” and uses graphic organizers to break down difficult text. She also brought up the idea of students using signs as a form of

response rather than a verbal response. These signs could include words such as yes/no or true/false but must be coupled with at least 20 seconds of wait time in order to allow ELLs adequate time for processing the questions. Participant B closed her answer to this question by noting that all of these practices are great to talk about and potentially use, but at the end of the day, “patience and smiles can go a long way.” This is an important reminder to the social studies educator that not only should specific practices be the focus, but also patience and understanding should form the foundation of the overall mindset of ELL education.

When asked to compare ELL education within social studies compared to ELL education within other content areas, Participant B brought up the fact that social studies language is full of “complexity” and that for educators who have grown up in the United States, there is a huge need to break down the assumption that all students have the necessary background information to understand how the American government system works. She also highlighted the importance of increasing accessibility to social studies text when she said, “ELLs need to be taught how to view the text before they can access the information.” In Participant B’s mind, increasing accessibility is ultimately the key to unlocking ELL social studies education.

As the interview progressed, Participant B brought in additional social studies-specific ideas to diversify an educator’s curriculum. She suggested having students bring in their own culture to the classroom through discussions on language, religion, and history of their home nation. This is seemingly a key to implementing culturally relevant pedagogy and creating a culturally caring classroom that embraces non-WASP cultures. In our interview, it was evident that Participant B brings a great deal of experience to the table when it comes to ELL education. Her recommendations also fall in line with much of the literature surrounding this field, which

helps to legitimize the research of this thesis. For Participant B, increased accessibility to content is the foundation upon which CRP and culturally caring classrooms are built.

Interview Participant C—High School Social Studies Educator

My final interviewee for this research was Participant C, a current high school social studies teacher. Participant C has had at least 2-3 English language learners in his classroom every year in his seven years of teaching and has found success in ELL education with both similar strategies to other interview participants and various researchers, as well as different and more technology-driven practices. For example, when asked about successful practices he has used, Participant C answered quickly with “technology and translators”. He strongly believes in providing texts that can digitally translate through tools like Google Translate. He also endorses using technology as a bridge between ELLs and social studies content. Participant C’s advice for social studies educators is also to help students focus first on understanding texts and building simple dialogue skills rather than memorizing historical dates and events. His point is that “content needs to be put on the back burner” if the student is a beginner in English because otherwise, the teacher is simply setting the student up for failure.

I asked Participant C about ways social studies educators can develop supportive curriculum for their ELLs and his advice was to follow the methods of culturally relevant pedagogy and examine all textbooks with a critical eye. “Be sure to move away from a curriculum built around a textbook, since they are usually geared towards a more consensus history. Students should be presented with historical perspectives from all minority groups in history including race, ethnicity, gender, and sexual orientation.” This “consensus” history he

refers to could also be described as “Eurocentric” and social studies educators should keep a close eye on what ethnicities and cultures they are validating through the content taught in class. In Participant C’s overall experience at his current school, he has seen how a strong school support system is crucial to ELL development in the general education classroom. His current school only provides one ELL teacher for a school of 1600 students and he has seen how although this teacher has been extremely beneficial to ELLs, the positive effects could be multiplied even further if more support was in place. Participant C’s classes may not be filled with English language learners but the experience he does have makes him a resource on ELL knowledge. Participant C’s “best practices” fall right in step with the “best practices” of the top researchers in the field, providing validity to his support for increasing multicultural curriculums and placing strong support systems in place for ELLs through ELL professionals.

Chapter 4

Findings

While my study was by no means comprehensive, it does leave the social studies educator with a number of practices to follow when considering ELL students. The existing literature review provides an excellent basis for the social studies educator searching to improve ELL education in his/her class, but the interview data is what especially can be used as an easy-to-understand guide. All three interview participants explained how they use the researched strategies in their own practice, providing readers with a real-world view into strengths and weaknesses of the existing literature research. When all of the research of this thesis is compiled together, three key practices to effective ELL instruction stand out above the rest:

1. Use of multiple support strategies to increase ELLs' accessibility to content
2. Implementation of culturally relevant pedagogy
3. Development of a caring classroom environment

The first practice is the use of multiple support strategies to increase English language learners' accessibility to content. The simplest way for social studies educators to do this is by showing images that provide context for the content taught in class. These could be simple images or videos from an Internet search that can provide a deeper context for all learners, not just ELLs. Educators should also increase accessibility through more time-consuming, but potentially more effective, methods that connect the written language to the content in new ways. The use of functional linguistics and disciplinary literacy in the classroom breaks down the social studies text into specific parts of speech that assist students in identifying the "who," "what," and

“how” of complex social studies language. The use of role-playing in the classroom has also proven to be an effective measure in bridging the existing gap between ELLs and social studies, as it places students in the history from a first-person perspective.

The second practice, implementing culturally relevant pedagogy, is both the inclusion of multiple cultural perspectives on a topic and also the transformation of an educator’s mindset. To implement culturally relevant pedagogy, social studies educators must critically examine the perspective of history they’re teaching from, either Eurocentric or multicultural, and then take steps to strengthen the multicultural perspective of the education. This includes embracing controversial issues that may place the United States in an unfavorable light. Social studies educators must also be acutely aware of the materials and sources they use in class, as students will automatically place high importance on what information the teacher is disseminating. It is the social studies educators’ duty to bring the distinct voices of various ethnicities into their lessons and materials so ELLs are able to connect with the material in exciting ways. Culturally relevant pedagogy is a must in any effective ELL social studies instruction.

The third and final practice is the development of a culturally caring classroom designed to help lower the potential affective filters of some ELLs. Since the educator is the single individual who sets the tone for his or her classroom, he or she must be intentional in seeking out one-on-one conversations with their ELLs and building strong rapport with them, even more so than with other students. ELLs may already be feeling isolated in the classroom if they are having difficulty bridging the gap between their primary language and culture and the language and the content of social studies. Educators should also be mindful of the potential benefits from stepping up into positions of extracurricular leadership that position teachers in a new, less threatening way for many students.

Throughout this study, I identified several limitations that other researchers should take into account as they examine this field further. One limitation was my personal lack of field research that put the outlined strategies of this thesis into actual practice. I did not have any English language learners in the classes I taught in my student-teaching practicum, nor did I implement any of the best practices in other classes around the school. Had I been placed in a student-teaching practicum with English language learners or had been exposed to greater opportunities to work with ELLs, I would have implemented the increased use of visuals, graphic organizers, and culturally relevant pedagogy along with student interviews to gauge the effectiveness of these practices. I suggest that the next step of this research is to devote time to putting these strategies into practice in an actual classroom, collecting data through assessment performance and student interviews throughout. My research aimed to combine existing literature and professional opinions into one, single guide to the best practices in supporting ELLs in social studies classrooms, but stopped short of actually putting them into action. In addition to lack of implementation and lack of time, another limitation to this study was the limited amount of interview data collection. As my study progressed, many interviews I had lined up would often fall through and never take place because of interviewee schedule changes or a lack of response to communication attempts. In the future, a greater sampling of professionals in the field of social studies and ELL education would benefit this field, bringing in a wider range of opinions and expertise.

Chapter 5

Conclusion

Social studies education for English language learners is a field that cries out for continued study, especially considering the demographic makeup of American society both now and in the future. Social studies educators must adapt their teaching strategies to this evolving student population if they are to effectively support *all* learners. An educator's duty in any subject is to bridge the gap between the current position of student understanding and the set goal of future student understanding. For many English language learners, this gap is even wider because not only are students working to grasp the content, but also new complexities within American and English-speaking culture. This study provides educators with a comprehensive analysis of current best practices for bridging this gap and providing effective instruction for English language learners in the social studies classroom. Educators should use this research to improve their classrooms and push themselves to be an educator of the highest quality. This is a field in need of continued study and attention because at the end of the day, the goal is to provide every single student the most effective education possible, whether or not their primary language is English. *Now* is the time to bridge this gap.

Appendix A

Interview Questions

1. What is your background as an educator both in general and specifically with English language learners?
2. What are a few general practices you've personally had success with in ELL education, if any?
(Across subject fields)
3. What is important for teachers to understand about the perspective of their ELLs who may not be familiar with the American classroom?
4. Of the ELLs you've worked with, what have their ethnic backgrounds been? Does ELL education differ much based on student ethnicity?
5. How do you think ELL education is different within the field of social studies compared to other subjects?
6. Is traditional social studies curriculum (from the WASP perspective) still relevant in this changing face of the classroom?

7. Have you experienced, or know of colleagues who've experienced, a situation where the curriculum was uncomfortable for ELLs or positioned ELLs in uncomfortable ways?
8. What are some ways that social studies teachers can develop curriculum that includes diverse cultural backgrounds?
9. In your personal experiences, how have you seen ELLs put up 'affective filters'? What approaches do you suggest teachers take in lowering these filters?
10. Is ELL education a major focus for schools that you've worked in or interacted with? Why or why not?
11. In your opinion, how can practices used specifically for ELLs also benefit students whose primary language is English?
12. What's one lasting piece of advice you have for general education teachers with ELLs in their classroom?

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ACADEMIC VITA

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Education

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Student Teaching

Pleasant Hills Middle School, Pittsburgh, PA

January-April 2016

- Taught five 8th grade American History classes and assumed full teacher duties
- Extensively utilized Google Classroom and co-led an in-service presentation on its benefits
- Implemented cross-curricular lessons to build student reading and writing skills
- Volunteered as an assistant coach for the Pleasant Hills Middle School Track Team

Relevant Experience

Urban Summit Adventures Camp Counselor
Denver, CO

June-July 2015

- Camp Counselor for youth from inner-city Denver on a six week mission trip in the Rocky Mountains with Campus Crusade for Christ
- Mentored and supervised a cabin of 5-7 young men per week, with ages ranging from 11-17
- Organized and led nightly worship, games, and bible studies for entire camp of 20-30 youth

Philadelphia Urban Seminar

May 2013

Edison High School, Philadelphia, PA

- Participated in two-week field experience organized by Penn State University
- Organized and co-taught two 9th grade social studies classes and two 9th grade English classes through discussion-based activities
- Gained a deep understanding and passion for inner-city schooling

Central York Middle School

May 2013

Central York Middle School, York, PA

- Co-taught five classes of 8th grade American History students with a veteran teacher
- Developed and implemented a week-long Constitutional Convention project utilizing role-playing and building student presentation skills
- Connected with students and built strong relationships within in a short timespan

Activities

Student Leader in Campus Crusade for Christ

Sep. 2013-Dec. 2015

- Co-emceed weekly meeting of 150-200 attendees and planned weekly community activities
- Planned and taught one-hour bible studies each week for a group of 5-10 young college men
- Learned the importance of leadership and investment in young men's lives

Accomplishments

- Schreyer Honors College Academic Excellence Scholarship 2012-present
- Dean's List throughout entire College Career
- Honors Thesis titled "Bridging the Gap: Providing Effective Instruction for English Language Learners in the Social Studies Classroom"